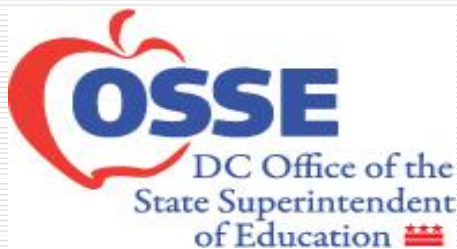


Writing Appropriate Standards Based IEP Goals

Office of the State Superintendent of Education
Division of Educational Excellence
Training and Technical Assistance
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Agenda

- ❑ Identify Present Levels of Academic and Functional Performance (PLOPs)
 - ❑ S.M.A.R.T. Goals
 - ❑ Practice Using DC Standards to Write S.M.A.R.T. Goals
-

Participants will be able to:

- ☐ Identify and Develop Present Levels of Academic Achievement and Functional Performance (PLOPs)
 - ☐ Write Standards Based S.M.A.R.T. Goals
(**S**pecific, **M**easurable, **A**ction Words, **R**easonable, **T**ime-Limited)
-

Essential Question

How can we ensure that students with special needs receive a Free and Appropriate Public Education within the Least Restrictive Environment through the implementation of appropriate goals?

Individuals with Disabilities Education Act (IDEA) 2004

The IEP **must** include:

- (1) A statement of the child's **present levels of academic achievement and functional performance**, including-
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum
- (2)
 - (i) A statement of **measurable annual goals**, including academic and functional goals designed to-
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum

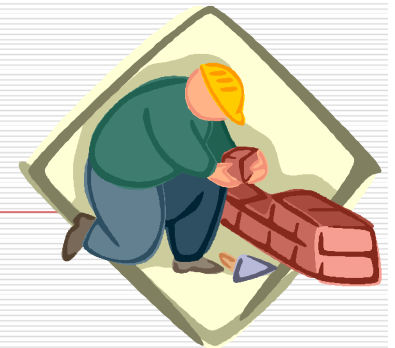
Individualized Education Program



**All of the Pieces
Fit Together**

Present Levels of Academic Achievement and Functional Performance (PLOPs) are the foundation....

- ❑ PLOPs should be linked to the annual goal
- ❑ The team should never loose focus of what the child needs (stated on the PLOP) and how their needs will be addressed (service) and what the child will accomplish (goal)
- ❑ PLOPs should be used to identify what the *child needs to learn to do or to do better*



PLOPs must be...

- ☐ Specific
 - ☐ Current
 - ☐ Accurate
-

Major Components of PLOPs

- ☐ Data-based student specific information related to current academic achievement and functional performance
 - ☐ Strengths of the student
 - ☐ Needs resulting from the disability
 - ☐ Effects of the disability on involvement and progress in the general education curriculum
-



Let's look at
data!

Types of Data

Qualitative Data	Quantitative Data
<p>Deals with descriptions. Data can be observed but not measured. Colors, textures, smells, tastes, appearance, etc.</p> <p>Qualitative = Quality</p>	<p>Deals with numbers. Data which can be measured. Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.</p> <p>Quantitative = Quantity</p>

Types of Assessment

Formative Assessment	Summative Assessment
Utilized to immediately determine whether students have learned what the instructor intended. This type of assessment is intended to help instructors indentify material which needs to be clarified or re-taught and this data is usually not used to evaluate or grade students.	Cumulative in nature and is utilized to determine whether students have met the course goals or student learning outcomes at the end of a course or program.

What types of data are currently being
used by IEP teams to develop
standards based IEP Goals?

10 minutes

You *can not* ensure

FAPE,

LRE,

or

Effective School-wide Instruction

without **Data**

Types of
assessments
that should
be used
throughout
the school
year:

1. Screening
2. Progress
Monitoring
3. Diagnostic
4. Outcome

Screening

- ❑ Quick and efficient measures of a student's overall ability and critical skills.

Results should be used as a starting point for instruction or to indicate the need for further evaluation

Progress Monitoring

- ☐ Determine the rate of a student's progress.
 - ☐ Provides information on the effectiveness of classroom instruction and identifies areas in need of intervention.
 - ☐ Identifies the need for additional assessments/testing.
 - ☐ Provides a frame of reference for interpretation and identification of gaps between benchmarks and achievements.
-

Diagnostic Assessments

- ☐ In-depth, reliable assessment of target skills.
 - ☐ Used for planning more effective instruction.
 - ☐ Results should be used for intervention.
-

Outcome Assessments

Given at the end of the year

- ☐ Group administered test
 - ☐ School, district and reporting services
-

Dip Sticking

- ☐ How many of the four are being used in your school?
 - ☐ How many are being used in all of your classroom?
-

Home/School Connection

Parents and families must be involved in their child's educational experience.

Questions to ask:

- How can we foster open lines of communication?
 - What methods will you use to do this?
-

Things to remember about assessments

- ❑ All teachers must routinely use a variety of supports as soon as a student begins to struggle in their classrooms teachers must be ready to respond and intervene
 - ❑ All schools must have a process for routinely reviewing all students' progress through LEA developed and/or building level universal screening tools.
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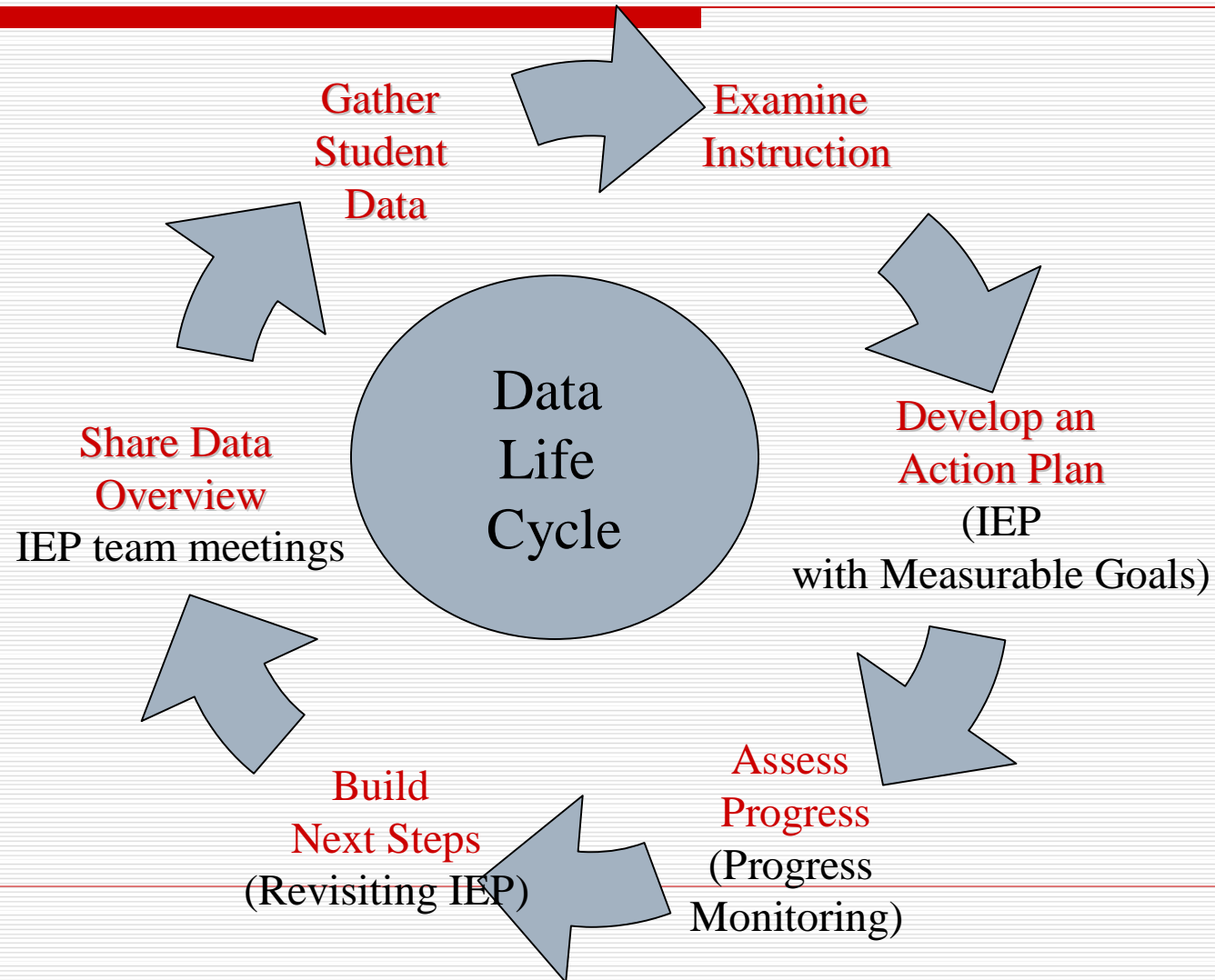
Why Should I Build A Relationship with Data?

- ❑ Help students gain mastery of basic and higher-order skills though its use you can gain multiple paths to knowledge through experiential activities, discussions, study of text, interactive group work, inquiry, and technology.
 - ❑ Help students manage their own learning by using feedback from educators and students; anticipating learning difficulties and planning for success.
-

Data Driven Decision Making

is not Guess Work!

The Cycle of Data Wise Improvement Process



Now that we have taken a look at the data we should bring to the team and the process for review; what's next in the evaluation process?

Effects of the Disability

The Present Level...

- ☐ Describes how the disability impacts the student's involvement in the general curriculum.
 - ☐ Conveys the unique challenges or barriers that exist for the student as a result of the disability.
 - ☐ Describes the current level of independence, and need for assistance.
-

Goals must be based on the PLOPs.

There must be a direct relationship between the present levels of academic achievement and functional performance and the other components of the IEP. If there is a weakness and/or area of need identified in the student's PLOP, there **must** be a goal (and objective) that has been included to address it.

Examples...

Isabel

Present Levels of Academic Achievement and Functional Performance:

A review of an informal checklist of social/emotional skills, indicates that Isabel is very social and loves to tease her friends in a playful way. When required to complete difficult tasks, Isabel often avoids these tasks by talking with her friends, and it often takes 5-10 verbal prompts to get Isabel to begin the task. Once she begins, she almost always completes the tasks. When she is tired she exhibits extreme emotions: uncontrollable giggling, sobbing, and occasional anger, approximately 5 times per week (according to parent and teacher reports). This inhibits her progress in the general curriculum, as she needs direct instruction of social skills.

Anthony

Present Levels of Academic Achievement and Functional Performance:

A review of curriculum based measures indicates that Anthony, a fourth grade student, can read 80 words per minute of connected text with 100% accuracy, which is within the range of words per minute established for typical peers in the second grade. Anthony demonstrates a relative strength in determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, suffix). Anthony's limited attention span and distractibility can detract him from completing assigned tasks, focusing on the details of reading passages/assignments and remaining on task.

Jack

Present Level of Academic Achievement and Functional Performance:

Based on informal teacher assessments and review of observations from anecdotal records, Jack can sort one dollar bills, up to four dollars. Jack is unable to make coin combinations to equal one dollar. This affects his ability to calculate and problem solve in the general curriculum as well as in daily life skill activities.

Your Turn!

Remember to identify the student's areas of strength and weakness for academic achievement and functional performance.

(Specific, Current, Accurate)

Now what?



Activity One:

Write a PLOP Statement for
Casey

S.M.A.R.T. Goals

GOAL FOCUS



A goal must **focus** on an area of need that will make the **biggest difference** to the student.

The **focus** of the goal must help the student **develop skills** to access, participate and make progress in the general curriculum and total school environment.

S.M.A.R.T. Goals

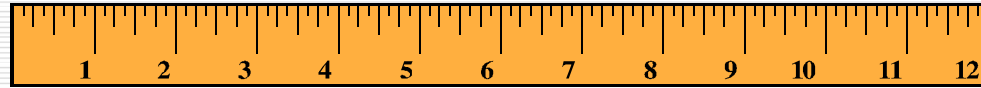
- ☐ Specific
- ☐ Measurable
- ☐ Action Words
- ☐ Reasonable
- ☐ Time-Limited

Specific

- ❑ Includes a *clear description* of the knowledge and skills to be taught and how progress will be measured.

Which example is specific?

- ❑ Dylan will increase study skills for academic success.
 - ❑ Dylan will demonstrate the following study skills: skimming written material and using reference materials in social skills.
-



Measurable

☐ Measurable you can count or *observe* it.

☐ Target Behavior - The skill or behavior in need of change.

☐ Condition - Circumstances under which the target behavior is to occur.

☐ Criteria - Acceptable level of performance of the target behavior.



Examples



Measurable Annual Goals

TARGET BEHAVIOR CONDITION CRITERIA

- Nadia will *identify types of sentences* (simple, compound, complex) when editing scoring 3/4 on the DC-CAS Scoring Guide for Standard English Conventions.
 - Monday through Friday, Jillian will *use the public transportation system to get to and from her job placement, independently* arriving at work on time, for any five consecutive days.
-

Action Word

- ❑ S.M.A.R.T. IEP goals use action words like: "The child will be able to..." and "increase, decrease & maintain"

Which of these goals is specific, measurable, and includes action words?

- ❑ Betsey will decrease her anger and violation of school rules.
 - ❑ Provided with anger management training and adult support, Betsey will be able to remove herself from environments that cause her to lose control of her behavior so that she has no disciplinary notices.
-

Reasonable

- ☐ Realistic goals that address the child's unique needs that result from the disability.

Which of these goals are specific, measurable, and reasonable?

- ☐ Kelsey will demonstrate improved writing skills.
 - ☐ Kelsey will improve her writing and spelling so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.
-

Time-Limited

- ☐ Goals that enable you to progress monitor at regular intervals.

Which of these goals is specific, measurable, and includes action words, and is time-limited?

- ☐ Kelsey will demonstrate improved writing skills.
 - ☐ Within 10 months, Kelsey will improve her writing and spelling so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.
-

Goals should be...

- ☐ Written with high expectations
 - ☐ A statement of anticipated results to be achieved within the duration of the IEP
 - ☐ Able to pass the “*Stranger Test*”
 - ☐ Linked to General Education Curriculum and DC Standards
-

Practice



Activity Two: Diagramming Measurable Goals and Objectives

Guidelines and procedures for writing standards based IEP goals

IDEA 2004 has revised requirements for IEP teams in the area of goal writing. Annual goals written for students with disabilities:

- ☐ **must be measurable**
 - ☐ **no longer require short-term objectives/benchmarks for each annual goal *except* for a small group of students who take alternate assessments based on alternate achievement standards**
 - ☐ **must be linked to general education curriculum**
 - ☐ **must be reasonable for a child to achieve within the duration of the IEP**
-

In addition to provisions of IDEA 2004, there are many benefits for students to have IEP goals that are aligned to general education content standards.

Benefits include:

- higher learning expectations,
- collaboration between general and special education- inclusion, common language
- exposure to curricular content
- increased accountability
- increases opportunities for students with special needs to be included in the general education classroom

Annual Goals vs. Standards

Annual goals are not the same as content standards. Listed below are some of the differences:

Annual goals are:

- included in student Individualized Education Plans
- measurable – each goal must have a level of performance or criteria
- individualized to the learning needs of a student
- projections of what a student will learn in one academic year

Standards are:

- developed to provide performance standards at grade levels for **all** students
 - broad, general descriptions of what we want students to do and understand
 - a continuum of skills and understanding for students as they progress through school
-

Determining which content standards to include as IEP goals:

Which concepts/skills does the student require to make progress toward the standards of the curriculum?

- In order to write annual goals using standards with the most relevant and meaningful outcomes for students, IEP teams will need to consider:
 - Targeting essential standards within the grade level standards.
 - Essential standards identify key concepts and skill priorities **critical to the student's progress through the curriculum**. Instruction can be designed to accommodate varied academic concepts and skills that are not identified as essential.
 - Writing more than one annual goal per content area to address student needs.
 - Depending on individual student needs, IEP teams may include more than one goal per content area.
-

The IEP is **NOT** meant to restate all of the content standards, but should specify skills for students to acquire that will promote access to the curriculum.

Steps in writing an IEP goal aligned to standards:

1. Determine the student's **present level of performance**. Student performance may be based upon parent input, student input, informal assessment, functional assessment, teacher reports, and/or progress toward current goals and objectives.
2. Determine a goal that is **reasonable for the student to achieve in one year**.
3. **Compare** the student's current level of performance and goal to the general education curriculum and continuum of content area standards.
4. **Select a content standard** that addresses concepts and skills that are reasonable to expect the student to achieve in one year.

Steps:

- a. **Select a content standard at the student's present grade level (considering accommodations and modifications necessary)**
 - *If not appropriate*
 - b. **Modify the standard by altering conditions, criteria, to meet the needs of the student**
 - *If not appropriate*
 - c. **Select a content standard one grade level below the student's current grade level (considering accommodations and modifications necessary)**
 - *If not appropriate*
 - d. **Modify the standard by altering conditions, criteria, to meet the needs of the student by using the goal-writing template.**
 - e. **Continue this process until the goal is aligned to the appropriate standard.**
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Putting it all together...



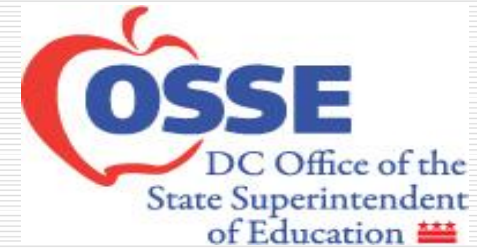
Write a S.M.A.R.T. goal, designed to meet the unique needs of Casey, aligned to the DC standards.

Remember, your S.M.A.R.T. goal is based upon your present level of academic achievement and functional performance (PLOP)!

Essential Question

So...

How can we ensure that students with special needs receive a Free and Appropriate Public Education within the Least Restrictive Environment through the implementation of appropriate goals?



Contact Information

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